



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

In order to appeal the ratings provided to the Department of Education by the educator review teams, please complete the table below for any indicator for which your program received a score of “0.” Indicators that received a “1” or “2” will not be reviewed by our reconsideration committee. Additionally, any appeal that is not supported by specific evidence and the source of this evidence will not be considered. If you need additional rows, please add them to the end of the table. If you cite any evidence from documentation that was not provided to IDOE or the original reviewers, please include this documentation with your submission. Please return these documents to textbook@doe.in.gov **no later than midnight on Friday, September 21.**

Publisher Name/Book Title/Grade Level: Houghton Mifflin Harcourt/*Literacy by Design* 2013/ Grade 3

Section	Indicator Number	Publisher Comments	Evidence
<i>Example: Professional Development</i>	<i>Example: #4</i>	<i>Example: Info not originally provided to reviewers</i>	<i>Example: Customized options provided as noted in PD brochure attached.</i>
Phonics	#14 Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	<i>Literacy by Design</i> includes explicit instruction in irregular words and decoding strategies. Instruction in the Comprehensive Teacher’s Guide and Essential Resource Guide focuses on specific words and strategies. The Comprehension Bridges for Fix-Up Strategies focus on decoding and word analysis and can be used with any irregular words so teachers have flexibility in their routines.	See Comprehensive Teacher’s Guide, Step 2 Read and Comprehend, pp. 470, 476, 478, 480, 486, 488, 494 See Essential Resource Guide, Irregularly Spelled Words, pp. 151-152 See Comprehension Bridge 7, Use Fix-Up Strategies and 15, Use Fix-Up Strategies: Decoding and Word Analysis
Phonics	#16 Are irregular words pre-taught before students read connected texts?	The Challenge Words in student spelling lists each week are words that break the rules of phonics, have irregular spellings, or contain the theme’s phonics skill in a challenging way. These words are pre-taught at the beginning of each week and practice is reinforced with the online Spelling Masters activities before students encounter them in texts such as reading selections and Writer’s Models in the Sourcebook.	See Spelling Routines in Comprehensive Teacher’s Guide Appendix, pp. A32-A33 See online Spelling Masters for each Theme (include BLM practice, challenge activities for enrichment, and technology options) on Think Central under Ancillary Support in Teacher Gateway
Phonics	#17 Are difficult, high frequency words reviewed often and	No Excuse words in <i>Literacy by Design</i> are high-frequency words taken from Rebecca Sitton’s list of Core Words. These words are introduced at the beginning of each theme after being previously taught	See Spelling Routines in Comprehensive Teacher’s Guide Appendix, pp. A32-A33 See online Spelling Masters for each



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	cumulatively?	in the grade level or program. They are reinforced during that Theme with the Comprehensive Teacher Guide Spelling Routines and Spelling BLM activities, and are sent home with students so parents can follow the at-home spelling routines included. Additionally, students have two Personal Words each week as part of their Spelling Words. Teachers have the discretion to help students select words the student may have trouble with in his or her writing and may be reviewed multiple times until mastered.	Theme (include BLM practice, challenge activities for enrichment, and technology options) on Think Central under Ancillary Support in Teacher Gateway
Fluency	#12 Are irregular words taught to be recognized automatically?	Irregular words are taught to students to be recognized on sight. Instruction includes teaching students to memorize spellings so they will recognize words automatically.	See Essential Resource Guide, pp. 96-97 and 151-152
Fluency	#25 Are students taught a specific error correction to use when reading with a partner?	<i>Literacy by Design</i> includes daily partner work and teaches several error correction techniques. Partner work in <i>Literacy by Design</i> is intended to elevate the productivity of instructional time (see Linda Hoyt's article in the Comprehensive Teacher's Guide Professional Handbook, pp. T100-T101), so students daily apply one of the target strategies—including Use Fix-Up Strategies—with their partners. Partner work is intended to be non-threatening and a time to share, so the focus is on thinking and reading together. Partner routines are also included in the Small Group Reading Teacher's Guide Appendix.	See Comprehensive Teacher's Guide pp. T66-T67, T72-T73, and T100-T101 See Comprehension Bridge 7, Use Fix-Up Strategies See Small Group Reading Teacher Guide, pp. A27
Vocabulary	#5 Does vocabulary instruction include cumulative review ?	<i>Literacy by Design</i> uses Robert Marzano's six-step method for teaching vocabulary; students encounter and interact with words each day during the week they are introduced and review them at the end of the week in a learning game.	See Step 1 in the Comprehensive Teacher's Guide for any week of instruction including pp. 14, 16, 18, and 20; and 24, 26, 28, 30, and 32
Vocabulary	#6 Are assessments included to measure and monitor progress in vocabulary ?	Ongoing Theme Practice (to be sent home) and Theme Progress Tests (in-class) measure and monitor student progress in vocabulary and include Student Theme Progress Test Records with recommendations for reteaching tools for students scoring less than Criterion	See each Theme's Ongoing Test Practice sets and Theme Progress Tests in the Assessment Guide including Student Theme Progress Records including pp. 9, 82, 91, and 170



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		Scores. Mid-year and End-of-year assessments in the Assessment Guide give cumulative evaluations of student progress as well.	Also see cumulative evaluations in Assessment Guide, pp. 73-72 and 155-170
Vocabulary	#22 Are various aspects of word study included (either under vocabulary or word recognition) such as: Figurative meanings?	<i>Literacy by Design</i> focuses on word study of figurative meanings including metaphors, similes, idioms, onomatopoeia, and hyperbole.	See Small Group Reading Teacher's Guide, pp. 121-125, 146-150, 161-165, 241-245, 261-265, 281-285, and 306-310 See Writing Resource Guide, pp. 74-75
Vocabulary	#22 Are various aspects of word study included (either under vocabulary or word recognition) such as: Etymologies?	In third grade, <i>Literacy by Design</i> begins laying the foundation for the study of etymologies by focusing on root words.	See Essential Resource Guide pp. 115-116, 147-148, and 157-158
Vocabulary	#23 Is dictionary use explicitly taught using grade-appropriate dictionaries?	Explicit instruction using reference materials, including dictionaries, is included in the Comprehensive Teacher's Guide and Sourcebook. Sourcebook glossaries in <i>Literacy by Design</i> provide a customized, grade-appropriate reference for students. The glossaries provide labeled sample entries detailing the parts of a dictionary. Theme centers provide additional opportunities for students to utilize dictionaries.	See Comprehensive Teacher's Guide, pp. 304, 310, 312-313, 314, 316, and 328 See Grade 3 Sourcebook Volume 1 pp. 282-285 See Grade 3 Sourcebook Volume 2 pp. 334-335, 568-571 See weekly Vocabulary Theme Centers online under Comprehensive Teachers Guide (students use dictionaries to interact with their vocabulary words)
Comprehension	#15 Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	The unique connection between reading and writing in <i>Literacy by Design</i> helps provide students with a conceptual understanding of beginning, middle, and end. This concept is most easily recognized when students are studying the story form. During reading, students will read a story and discuss its elements as a class and during interactive reading. The Story	See Comprehensive Teacher's Guide p. 9, 15, 17, 19, 25, 27, 29, 33 See Writing Bridge 1: Story See Writing Resource Guide, Story Organizer p. 49, and Interactive



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		Organizer (also found as an Interactive Whiteboard Lesson) helps visually display beginning, middle, and end. The concept is further conceptualized using the Story Writing Bridge, and finally students write their own story after reviewing all of these details from their reading and encountering process instruction about stories in their sourcebooks.	Whiteboard Lesson: Theme 1-Story Organizer on Think Central under Additional Program Resources, Downloads and Links See Sourcebook Volume 1, pp. 34-35, 36-37
Comprehension	#24 Is the “main idea” strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	The concept of main ideas is first introduced in kindergarten in <i>Literacy by Design</i> , and the strategy is taught systematically for early primary students. In third grade, <i>Literacy by Design</i> students have advanced to the point that instruction focuses on determining main ideas of full texts, recounting key details, and explaining how key details support the main idea.	See Essential Resource Guide, pp. 33-34, 49-50, and 117-118 See Writing Bridges 40 and 41: Organizational Pattern: Main Idea and Details See Main Ideas and Details Organizer in Writing Resource Guide, p. 67